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ABSTRACT

This publication explains how Missouri school districts should develop their curriculum guides and outlines processes for aligning curricula with Show Me Standards mandated by the Outstanding Schools Act (1993) and the Missouri School Improvement Program. The challenge for educators is to build relationships among all six kinds of curriculum (recommended, written, taught, supported, tested, and learned). Standards are grouped into performance standards that identify thinking processes and skills students need to acquire, organize, and apply knowledge and knowledge standards that identify important content students should learn from their studies in various disciplines. Developing the guides should involve extensive faculty and community conversations about objectives, not mere compliance with external directives. District curriculum guides should include general goals (outcomes) for graduates in each subject area; a rationale for each subject area and course; a description of content in each subject area and course; a listing of specific, measurable objectives (referenced to Show-Me standards) for each course at each grade level; a description of the district's procedures for evaluating and revising the curriculum; and optional sections on evaluation, scope and sequence, course organization, and instructional resources. (MLH)

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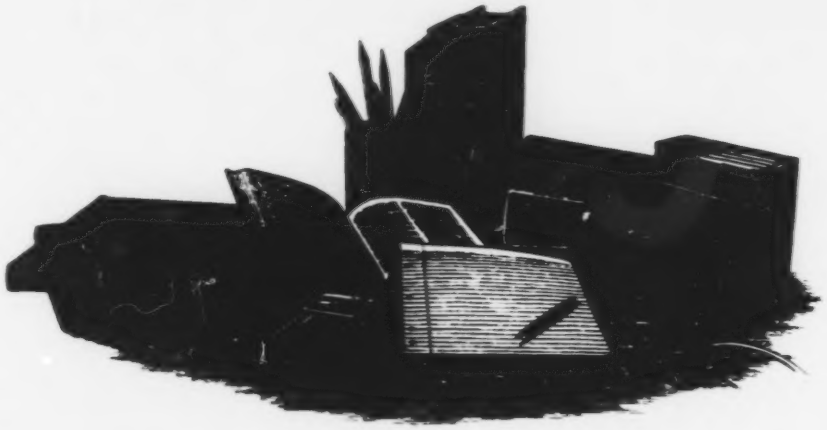
Developing Curriculum Guides Aligned to Missouri's Show-Me Standards



Tips for Missouri Teachers and School Administrators

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INTRODUCTION

Why this publication?

This publication addresses two questions asked by many Missouri school districts.

- How should we develop our curriculum guides?
- What process do we use to align our curriculum with the Show-Me Standards?

The task is a challenging one that involves many decisions on the local level. Whether the effort is productive in regard to what students learn depends on the wisdom of those decisions and how well a district is able to line up resources to carry them out.

What is *curriculum*?

Curriculum consists of both the *plans* for learning and the actual *delivery* of those plans. Hence, it is clear that a curriculum may include many elements beyond written guides. In fact, there are different kinds of curriculum. Allan Glatthorn in his book *Curriculum Renewal* (ASCD, 1987) has identified six types of curriculum.

Recommended curriculum. Recommended curriculum is that curriculum which some individuals or organizations consider to be ideal. Examples include Missouri's curriculum frameworks and the recommendations of various national standards projects. See the references in this booklet, pp. 14-15. Although these curricula are not mandatory, they serve as resources that offer useful guidance to local districts and teachers in developing their curriculum guides.

Written curriculum. Written curriculum is that curriculum produced by a school district which consists of such items as curriculum guides, scope-and-sequence charts, and programs of study. This curriculum may be called an "official curriculum" because it is an effort to control the instructional program of the school district to help assure that district policy is implemented in the classroom.

Taught curriculum. Taught curriculum is that curriculum which teachers actually teach in their classrooms.

Supported curriculum. Supported curriculum is that curriculum which consists of the human and physical resources a district has assembled to carry out its program. This is the curriculum that may be found, for example, in the textbooks, computer software, and other materials available to teachers in a district. This is also the curriculum which may be found in the knowledge and skills of the teachers.

Tested/assessed curriculum. This is the curriculum which is revealed in the tests and other assessments given to students.

Learned curriculum. This is what Glatthorn calls the "bottom line" curriculum because it is the curriculum that students actually learn at school, whether from direct instruction or from their experiences with the school's informal organizational arrangements and practices.

How do different types of curriculum relate to each other?

It is possible that these curricula may have very little relationship to each other in a school district. Such would be the case (a) if a faculty fails to read recommended curricula produced by their states or by their national academic discipline organizations, (b) if whatever written curricula a district has produced is found mainly in files and has no influence on what teachers teach, and (c) if what is supported and tested correlate very little with one another. In such cases, it is unlikely that the work of one teacher would set the stage for or build upon the work of any other teacher. What students learn would depend upon chance factors of which teachers they have had during a very uncoordinated thirteen years of schooling.

The challenge for educational leadership is to build relationships among all six types of curricula. Districts need written curricula to identify for teachers, students, and the community what they intend for students to learn as a result of their studies. Those curricula should also be informed by recommended curricula and should have a strong influence over what resources are obtained and developed for the instructional program, for testing and assessment, and for teaching. When those types of curricula are in a mutually supportive alignment, what students learn will likely be what the district intends for them to learn. That is, when those types of curricula are in positive relationship to one another, the instructional program is likely to be effective.

Why does this publication focus on district curriculum guides?

This publication focuses on written guides for several reasons. First, state law and regulation require that school districts produce and adopt curriculum guides which are aligned to the Show-Me Standards (Outstanding Schools Act of 1993 and Missouri School Improvement Program). Second, school districts need written documents that communicate to patrons what they want students to learn and how their programs are organized to deliver it. Third, districts need faculty consensus on what they are trying to accomplish in order to make their efforts mutually supportive. Fourth, faculty members usually learn much from one another as they construct written curricula. Finally, such guides give faculty members a useful framework for planning units and lessons, evaluating students, and selecting resource materials.

What types of curriculum guides may districts produce?

A district may produce curriculum guides that specify what it wants taught in one subject area over a span of grades (e.g., music, K through 12) or guides that specify what it wants

taught in one subject at one grade level (e.g., science in grade 6). Appendix A (pp. 16-17) shows what may go into each type of guide. Curriculum steering committees in many districts decide which types of guide their districts will produce, what should be incorporated in their guides, and what will be the format of the guides.

How should local curriculum guides relate to the Show-Me Standards?

Curriculum guides will need to incorporate the Show-Me Standards. According to the Outstanding Schools Act of 1993, the State Board of Education was to convene work groups of education professionals to develop and recommend Academic Performance Standards. That task, the development of what we now call the "Show-Me Standards," was completed in January 1996. The law also required the State Board to oversee development of curriculum frameworks that local school districts may use to assist them in constructing their own curricula aligned with the Show-Me Standards. That task was completed in November 1996. Finally, the law required that not later than one year after the adoption of the written curriculum frameworks, boards of education are "to adopt or develop written curricula designed to assure that students attain the knowledge, skills, and competencies found in the Academic Performance Standards. Hence, it is a legal requirement that district curriculum guides incorporate the Show-Me Standards in their written curricula. To implement the law, the Missouri School Improvement Program requires that by November 1997 such work be completed in at least one of the six curricular areas listed in the Show-Me Standards, accompanied by a plan for how the other five curricular areas will be aligned to the standards by June 30, 2001. Ideally, districts will align all subject areas to the Show-Me Standards, not just those subject areas that are listed in the Show-Me Standards.

Of course, there are sound educational reasons why districts should incorporate the Show-Me Standards into their written curricula. For one thing, because the standards were developed and reviewed by hundreds of Missouri classroom teachers, as well as lay citizens, they represent a significant consensus regarding what students should know and be able to do in preparation for life's responsibilities in higher education, the workplace, and the community. Second, the standards promote active, hands-on learning that will engage and challenge students and develop in them performance skills that are useful for practical, real-life situations.

The standards are grouped into two sections: *Performance (Process) Standards*, which identify thinking processes and skills students need in order to acquire, organize, and apply knowledge, and *Knowledge (Content) Standards*, which identify important content students should learn from their studies in the communication arts, fine arts, health and physical education, mathematics, science, and social studies. Districts should make certain that they include both types of standards.

The most logical place to incorporate the standards into a district's curriculum is wherever goals or measurable learner objectives are stated, such as in goals for graduates and in course objectives. When doing so, however, districts may modify the wording of the standards to

meet their needs and style preferences.

Coding the standards in the written curriculum. According to Missouri School Improvement Program requirements, districts are required to cross-reference the Show-Me Standards to their goals and objectives. A simple way to do that is to use a coding system for the standards that is based on how they are organized. For the Performance (Process) Standards, districts should use a numbering system like this:

1.1 represents Goal 1, Standard 1;
1.4 represents Goal 1, Standard 4;
3.5 represents Goal 3, Standard 5, and so on.

Thus, a district places "1.1" in parentheses behind the objective that follows to indicate that the objective relates directly to Show-Me Standard 1.1:

Develop questions that may be used to initiate research. (1.1)

For the Show-Me Knowledge (Content) Standards, districts should use a coding system like this:

CA 1 represents Communication Arts Standard Number 1;
FA 3 represents Fine Arts Standard Number 3;
HP 2 represents Health/Physical Standard Number 2;
MA 5 represents Mathematics Standard Number 5;
SC 6 represents Science Standard Number 6;
SS 7 represents Social Studies Standard Number 7; and so on.

Using the above coding system, a district objective may be cross-referenced to both knowledge and performance standards as follows:

Writes a persuasive essay taking a stand on a current economic issue. (2.1-2; 4.1; CA 1, 4; SS 4)

What is to follow in this publication?

The following questions are addressed in the remainder of this publication:

1. *Why develop district-level curriculum guides?*
2. *What should a school district's curriculum guide include?*
3. *When should guides be developed and who should be involved in developing them?*

1. WHY DEVELOP DISTRICT-LEVEL CURRICULUM GUIDES?

The Outstanding Schools Act of 1993 and the Missouri School Improvement Program require that school districts have written curricula that support state academic performance standards, i.e., the Show-Me Standards. When the *only purpose* for developing guides is to meet an external requirement, however, teachers rarely approach the task with enthusiasm and imagination, and the guides developed often end up filling empty file space. To avoid such wasted efforts, other reasons for developing guides are needed, such as:

1. To foster conversation among the entire faculty about significant content and skills, ideas for teaching, and assessment methods and strategies.

2. To reach a district-wide consensus on philosophy, mission, and learning goals for graduates.

3. To identify objectives of importance for students to master at each grade level.

4. To promote articulation across grade levels so that learning at one level builds upon that of previous levels, avoiding both gaps of important content and skills and excessive repetition.

5. To promote articulation of learning across subjects—interdisciplinary instruction—so that learning in one subject is reinforced in other subjects.

6. To assure a common core curriculum in all buildings in those school districts that have more than one school housing the same grade levels.

7. To identify resources useful for accomplishing course objectives.

8. To make certain all students have the opportunity to achieve the Show-Me Standards with age-appropriate instruction.

9. _____

(Add your own idea(s) here.)

Local curriculum committees and faculties should examine the above purposes, prioritize, and revise them to fit their own needs. Efforts to develop curriculum guides are more productive when there is a consensus on their purposes.

2. WHAT SHOULD DISTRICT CURRICULUM GUIDES INCLUDE?

Local faculties or curriculum steering committees should examine the suggestions for curriculum guide content listed below, consider what additional content might be included, and then choose which content they want to include in their guides. **Items listed below that are required as standards or performance indicators in the Missouri School Improvement Program are printed with asterisks behind them.**

1. ***General goals (outcomes) for graduates in each subject area****

   Goals for graduates should list those most important things that students should know and be able to do as a result of their studies in a subject area (e.g., mathematics, music, social studies, etc.). The goals should follow logically from the district's philosophy and should incorporate or reference the Missouri Show-Me Standards.

   (Some districts include their philosophies in their curriculum guides. The philosophy should address the nation's needs for an educated citizenry, the individual needs of students, and the unique characteristics of the community. The philosophy should be concise and easy to comprehend by faculty and patrons.)

2. ***A rationale for each subject area and course****

   Rationales are here defined as justifications for subject areas and courses. They should state why the subject area or course is of vital importance for students given the philosophy of the school district, projected conditions in the 21st century, and the future responsibilities of students as workers, family members, and citizens. A faculty that comes to grips with its assumptions in these matters, committing its ideas to paper and revising them periodically, is well positioned to focus on what is most important in its teaching. Developing such a rationale for a subject area is a constructive way for promoting unity of purpose among all teachers who teach a subject regardless of grade level.

3. ***A description of content in each subject area and course****

   The Missouri School Improvement Program requires that district curriculum guides provide general descriptions of the content to be taught in each subject area (e.g., mathematics, science, social studies, agriculture) and also in each course. (An exception to the rule for having course descriptions for each course exists for such elementary courses as reading, which may have the same general content focus for a series of years. In such cases, a single course description may apply to a set of courses that are presented over a series of years.) Course descriptions should identify major topics to be studied and should communicate the importance of the course.

4. ***A listing of specific, measurable objectives for each course at each grade level. These objectives must be referenced to the Show-Me Standards, where appropriate****

The Missouri School Improvement Program requires that district curriculum guides list specific measurable learner objectives for each course at each grade level (e.g., Language Arts in grade 3 or Physics in grade 10, 11, or 12). The objectives should identify what students are to know and be able to do, should relate directly to the district's goals for graduates (see Item 1 above), should incorporate ideas from appropriate Missouri Show-Me Standards, and should be cross-referenced to those standards. (By November 1997, districts must cross-reference the Show-Me Standards to at least one of the curricular areas listed in the Show-Me Standards and must have a written plan for how they will cross-reference the remaining five curricular areas by June 30, 2001. Districts may find it helpful to use one or more of the matrices found in Appendix E to assist in the process.)

Districts are advised to keep the number of learner objectives for courses manageable in their curriculum guides. An example of a specific, measurable learning objective for a grade 6 social studies course focused on world geography follows:

> Locate on maps the major river systems of each continent and explain how each of those systems has affected people's lives.

A teacher may use the above objective from the district's curriculum guide to develop even more specific objectives for a lesson or unit he will teach, as in the following example: "Locate the major river systems of Asia and explain how those systems and people's lives have had an impact upon one other."

As the district drafts course descriptions and learner objectives for those courses, it should examine the progression of ideas and skills being developed to make certain that ideas to be taught at one level build upon those learned at earlier levels. To assist in such efforts it is helpful to identify **content strands** that may be used throughout the entire curriculum for a discipline. A *strand* is an organizing topic or theme that may be used as a category for grouping what students should learn and be able to do throughout the program of studies in a discipline. For guidance in selecting or creating their strands, districts may use or adapt those strands found in state curriculum frameworks, the Knowledge Standards in Missouri's Show-Me Standards, or ideas from other sources, such as national curriculum standards. Following are the strands identified in *Missouri's Framework for Curriculum Development in Health Education and Physical Education (Healthy, Active Living), K-12* (1996):

- Functions and Interrelationships of Systems
- Health Maintenance and Enhancement
- Risk Assessment and Reduction

- Efficiency and Human Movement and Performance
- Physical Activity and Lifetime Wellness

Course objectives may then be listed for each of those strands at each grade level to help assure that there is a logical, educationally sound progression of expectations for students, K through 12.

5. ***A description of the district's procedures for evaluating and revising its curriculum****

According to the Missouri School Improvement Program, districts are required to have in place systematic procedures for evaluating and revising their curricula, which are based on student needs and indications of student mastery. Although these procedures are not typically included in the written curricula of each specific discipline, districts need to draft such a plan and use it to plan and revise their curricula in all disciplines. The revision plan should answer questions such as those which follow. (Note that items printed in italics are subject to review by MSIP.)

- *How can we use curriculum revision processes to promote positive changes in our instructional program?*
- *What will be the responsibilities of staff, administrators, parents, other members of the community, and students in the curriculum change process? How will we seek and use input and reactions from these people?*
- *What will be our time line for developing and reviewing the various sections of our curriculum guide? When will the school board approve the guides? How?*
- What committees will we need? What will be the membership on the committees?
- *How will we analyze student needs and student performances to assist us in our curriculum development processes?*
- How should we use the guide to promote improvements in our instructional program?
- What staff development will we conduct to help teachers make good use of the guides?
- How can we keep improving our guide and our instructional program?

6. ***Optional: A description of how instruction and student learning is to be evaluated.***

This portion of a district's curriculum may address such questions as these:

a. What are the purposes for assessment? (Possible answers include: to help assure that each student acquires certain knowledge and skills, to make judgments about which facets of the program need modification, to enable teachers to get feedback on their teaching, and so on.)

b. What are examples of quality test items and performance assessment strategies that may be used to evaluate student progress on selected goals or objectives?
c. How will the data collected in the evaluation process be analyzed and used to benefit students and improve the program?

7. ***Optional: A K-12 scope and sequence.***

Districts may develop scopes and sequences for subject areas in different ways. They may follow these patterns:

a. As listings of objectives that specify when the objectives are introduced, taught most seriously, and reinforced;
b. As listings of courses and their descriptions from kindergarten through grade 12; or
c. As matrices where column titles are strands of content in a subject area (e.g., history, geography, economics, etc. in social studies), where row titles are grade levels, from kindergarten through grade 12, and where the cells of the matrix indicate what students are expected to learn for each strand at each grade level. See "Form for Scope and Sequence Matrix," which appears on the next page.

Although scopes and sequences are optional in the Process Standards of the Missouri School Improvement Program, many school districts find them to be necessary to help assure articulation of content and skills across grade levels, which MSIP does require.

8. ***Optional: A description of how each grade or course is organized.***

This portion of a district's curriculum guide may include such items as the following:

a. A list of the units.
b. Content outlines for each unit.
c. Objectives for each unit, perhaps listed or grouped by content strands.
d. Sample lessons and student assignments for each unit that illustrate a variety of teaching and learning strategies and integrate cross-subject skills (e.g., writing across the curriculum, mathematics applications in science and social studies, enlisting help of parents in their children's studies, etc.).
e. Sample tests, performance assessments, rubrics, etc.
f. A list of locally available learning resources for courses and units (readings, films, videotapes, filmstrips, simulations, museums, and other field experience sites).

9. ***Optional: A description of the resources used in each class.***

The resources which may be listed may include such items as the following:

FORM FOR A SCOPE AND SEQUENCE MATRIX

Name of Subject Area _____

Place objectives in each cell of the matrix unless content for a strand is not addressed at a specific grade level.

	Name of Strand 1	Name of Strand 2	Name of Strand 3	Name of Strand 4	Name of Strand 5
K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

a. Basic tests and supplemental printed resources
b. Software, CD-ROMs, laser disks, computer-related technology, and Internet sites
c. Audiovisual materials—video, films, transparencies, audio cassettes, etc.
d. LMC-library resources, library reference/research sources
e. Community resources, such as museums, historical sites, and guest speakers

Guides for a subject area should never be regarded as finished products. They may be developed in one or two years, implemented the next year, and revised in subsequent years. Districts should consider placing guides on computer disks and using a loose-leaf format so that sections can be added, changes can be made, and individual teachers can be encouraged to add pages for their personal use. An adaptation of a set of procedures one small, rural Missouri school district has used to revise its curriculum may be found in Appendix B. (See pp. 18-19.)

The length of a curriculum guide—its volume—is no assurance that it is good. A better test of the guide's quality is whether teachers actually use it.

3. WHEN SHOULD GUIDES BE DEVELOPED, AND WHO SHOULD BE INVOLVED IN THE PROCESS?

Developing curriculum guides, like most important jobs, takes time. Districts should be realistic about how much quality time teachers have to write curriculum during the school year when they have heavy teaching responsibilities. Some districts wisely use some of their staff development time and funds for curriculum development.

Many people should be involved in the various stages of developing curriculum guides: teachers, administrators, members of the board of education, adults from the community, and students. The people selected should vary according to the specific task. Decisions concerning whom to involve and when to involve them may have a profound impact on the quality and impact of the product, the morale of staff, and community support.

Here are some tips to consider in order to produce quality guides that will be used:

1. **Involve teachers in the entire process of developing guides** in order to promote teacher ownership of the product.
2. **Where possible, involve teachers who teach different age levels from all buildings** in order to promote program continuity and articulation.
3. **Seek community input on overall goals of the program** in order to help build community support for the curriculum.
4. **Involve school administrators in the process of developing guides** in order to get their support in implementing the guide and in obtaining community and school board support.
5. **Seek student and graduate reactions to the curricula of each subject area** in order to help relate the curricula better to the students' needs as they perceive them.
6. **Seek assistance of appropriate people from universities, other school districts, the business and scientific community, and the Missouri Department of Elementary and Secondary Education** in order to assure accuracy of content and to help make the curriculum relevant to the worlds of work and higher education.

The "Curriculum Development Planning Sheet" which appears in Appendix C on page 22 may be used to help plan steps to be taken in the curriculum development process, to determine which people should be involved and what their roles will be, and to determine deadlines for tasks. Tasks that may be used by local districts in their curriculum development efforts are listed on pp. 20-21. This list may be modified by local educators and used with the curriculum development planning sheets, as shown in the hypothetical example on page 23.

CONCLUSION: "SYMPTOMS OF SUCCESS"

How does a district know if its curriculum development efforts are succeeding? Raymond H. Meussig (1978, p. 15), in "Some Thoughts on Curriculum Improvement," offers the following "infallible symptoms of success":

1. When the educational experiences of children and youth have been enriched because their teachers engaged in curriculum work.

2. When all of the curriculum workers have grown personally and professionally as a result of their participation.

3. When teachers are involved in curriculum improvement because they want to be.

4. When teachers who did not want to participate initially in a curriculum project decide that something worthwhile is taking place and that they should become involved.

5. When curriculum improvement becomes a continuous process, rather than an occasional, short-lived effort.

6. When teachers, wishing continuous ... curriculum reform, persist in requesting funds for outside consultants, expenses to attend conferences, university graduate study, released time during the school year, summer employment, professional publications, instructional materials, etc.

7. When teachers know better than ever before why they are doing what they are doing in the classroom.

8. When teachers spark each other informally by trading their best ideas in personal discussion, by observing and critiquing each other in their respective classrooms, by exchanging materials and written suggestions all over the school district, etc.

9. When district-developed ... curriculum guides and resource units are seen on top of teachers' desks and are really used frequently, instead of being filed.

10. When channels of communication are opened and strengthened throughout the district, and students, parents, teachers, principals, supervisors, curriculum directors, chief administrators, school board members, and the general public all talk and listen more to each other and like better what they say and hear.

To produce such "symptoms of success" requires more than the production of quality local curriculum guides. Carefully planned efforts to orient teachers to the guides and to involve staff in the process of curriculum improvement through in-service programs are essential.

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APPENDIX A

WHAT SHOULD GO INTO A CURRICULUM GUIDE? — PART 1

Following is a sample Table of Contents from the hypothetical curriculum guide of "Outstanding School District" for mathematics, K-12. **This is simply one example of what could go into a local district's curriculum guide where the focus is on one subject that spans several grade levels.**

1. Foreword by District Superintendent or School Principal p. 1
2. District Philosophy, Mission, and Goals p. 3
3. Rationale for Outstanding School District's Mathematics Program and the Content Strands (e.g., number sense and numeration, computation, geometry, etc.) that Make Up that Program p. 8
   a. Major Goals Within Each Content Strand
   b. Importance of those Goals
4. Grade Level Focus — Course Descriptions and Course Objectives Organized by Strands p. 11
   Kindergarten p. 12
   Grade 1 p. 14
   Grade 2 p. 16
   Grade 3 p. 18
   Grade 4 p. 20
   Grade 5 p. 22
   Grade 6 p. 24
   Grade 7 p. 25
   Grade 8 p. 26
   Grades 9 p. 27
   Grade 10 p. 28
   Grade 11 p. 29
   Grade12 p. 30
5. Evaluation Procedures to Be Used – Model Assessment Items, K-12 p. 31

WHAT SHOULD GO INTO A CURRICULUM GUIDE? — PART 2

Following is a sample Table of Contents from a hypothetical curriculum guide of "Outstanding School District" for social studies in grade 4. **This is simply one example of what could go into a local district's curriculum guide where the focus is on one grade level of one subject.**

1. Foreword by District Superintendent or Building Principal — p. 1
2. District Philosophy and Mission Statement — p. 2
3. Rationale for Outstanding School District's Social Studies Program — p. 7
   a. Goals for Graduates in Social Studies
   b. Importance of those Goals
4. The Grade Four Focus: Regional Geography — p. 13
   a. Brief Description of What Will Be Studied*
   b. Rationale for the Grade Four Focus: Why Regional Geography?*
   c. List of Units to Be Studied
5. Unit 1. Regions in Our Homes and Neighborhoods — p. 16
   a. Brief Description of What Will Be Studied and Why that Content is Important
   b. Measurable Learner Objectives and Sample Assessment Items*
   c. Resources
6. Unit 2. The Physical Regions of Planet Earth — p. 25
   a. Brief Description of What Will Be Studied and Why that Content is Important
   b. Measurable Learner Objectives and Sample Assessment Items*
   c. Resources
7. Unit 3. Life in Grasslands Regions — p. 32

Etc., etc., etc.

*MSIP reviews these items.

APPENDIX B

A SYSTEMATIC APPROACH TO CURRICULUM STUDY AND REVISION

The ideas that follow are adaptations from a plan developed in a rural Missouri school district. This plan, which combines guide development with textbook selection, is offered here only to stimulate thinking in this area. It needs to be adapted for the unique circumstances of local districts.

This approach is based on the following assumptions:

A. Whereas the ideal situation may be to have an individual curriculum for each child, the next best thing is to have a curriculum to fit each individual grade or class in a particular school system.

B. Most school districts do not have the time, appropriate personnel, or financial resources to prepare all of their own curriculum materials.

C. A solution to the preceding curriculum development problem is to use the commercially prepared materials that are based on the best research and thinking in the field and to adapt these to the local district's needs.

With the above three assumptions, the following is a systematic approach to curriculum study and revision:

I. **Plan** a time sequence so all areas of curriculum are scheduled for revision every four or five years.

Here is one hypothetical schedule:

1996-97 — Science & Mathematics
1998-99 — Communication Arts
1999-2000 — Social Studies & Fine Arts
2000-2001 — Health & Physical Education
2002-2003 — Practical Arts and Vocational Courses

Repeat the above

II. **Search** the field for new ideas, new programs, and new materials by reading, visiting good programs, attending meetings, and using the advice of authorities in the field. Also survey the opinions of former students in the program, as well as current students, parents, and other community members. Complete by _____.

III. **Decide** what content and processes should be included in the local program in each grade, K-12, **and** determine what objectives should be used with that content. Steps include:

A. **Determine** major goals for graduates in the subject area. *Review the goals in relation to the Show-Me Standards.* Complete by _____.

B. **Agree** on basic content to be emphasized at each grade level. Complete by _____.

C. **Determine** most important objectives for each grade level. *Relate and reference the objectives to the Show-Me Standards.* Complete by _____.

IV. **Select and adapt** the commercial materials that best implement the program on the basis of the teachers' evaluations and ratings. Complete by _____.

V. **Develop** instructional materials needed that are not commercially available or secure them from supplementary sources. Complete by _____.

VI. **Adopt** evaluation instruments and procedures that will determine whether the course objectives are being met at each level. Complete by _____.

VII. **Complete by** _____ for each course or grade a summary that includes:

A. Course outline with objectives in sequence, along with a suggested time schedule for the sequence. *(Relate and reference the objectives to the Show-Me Standards, where appropriate.)*

B. Title, author, company, and copyright date of all major materials to be used in the course.

C. Copy of major evaluation devices to be used along with instructions for their use.

VI. **Reevaluate** the program at the end of the next year to eliminate any problems that were not anticipated. Complete by _____.

APPENDIX C

TASKS IN CURRICULUM DEVELOPMENT

The listing of tasks that follow is not exhaustive. Some districts may decide some items are not needed for their curriculum development efforts. **Districts should feel free to revise the list to meet their needs.**

Planning Tasks

1. Decide for what courses and grade levels curriculum guides will be developed during this year and in subsequent years.

2. Determine what functions the guides are to address. (See "Why Develop District-Level Curriculum Guides?" on p. 5.)

3. Determine what resources (personnel, time, money, materials) are needed to develop and implement the guides being developed.

4. Identify steering committee and other committees needed and people to serve on them.

5. Determine tasks and deadlines needed to complete the guides. (See the "Curriculum Development Planning Sheets," which appear on pages 22 and 23. Complete the sheets for each guide to developed)

6. Decide how to obtain input and reactions from the community.

7. Determine how the local guides will be implemented.

8. Determine when and by what procedures the guides will be revised.

Production Tasks

9. Conduct needs assessments to receive input on curriculum from teachers, students, parents, and other community members.

10. Examine and revise district mission and philosophy statements.

11. Draft rationales. (See p. 6, Item 2.)

12. Draft goals for graduates.

13. Align goals for graduates with and reference to the Show-Me Standards. (See page 26

for a matrix that might help in the process.)

14. Make certain rationale statements and goals for graduates are logically consistent.

15. Develop a K-12 scope and sequence. (See pages 10, 27, and 28 for matrices that may help in the process.)

16. Draft course descriptions.

17. Draft course objectives using Show-Me Standards and curriculum frameworks as resources.

18. Align objectives with and cross-reference to the Show-Me Standards. (See page 32 for a matrix that may help in the process.)

19. Draft sample assessment items and strategies that may be used to assess goals for graduates and course objectives.

20. Identify instructional resource materials for teaching the course objectives.

21. Make certain that the rationale statements, goals for graduates, course sequences, course objectives, assessment strategies, and materials are consistent with one another and mutually supportive.

22. Carry out strategies to help teachers implement the guides effectively.

23. Use evaluation strategies and data to improve the curriculum.

CURRICULUM DEVELOPMENT PLANNING SHEET

Directions: Reproduce this sheet and write in names of people to be involved in the specific tasks. Indicate how the individuals are to be involved (D = draft document; RE = react to draft; RV = revise draft; A = approve product). Place an asterisk beside the name of the person responsible for implementation of the task.

Tasks	Who Should Be Involved			
	Teachers	Administrators, Consultants, Supervisors	Board of Education	Community People, Students
1. Draft deadline: 2. Reaction deadline: 3. Revision deadline: 4. Approval deadline:				
1. Draft deadline: 2. Reaction deadline: 3. Revision deadline: 4. Approval deadline:				
1. Draft deadline: 2. Reaction deadline: 3. Revision deadline: 4. Approval deadline:				
1. Draft deadline: 2. Reaction deadline: 3. Revision deadline: 4. Approval deadline:				

CURRICULUM DEVELOPMENT PLANNING SHEET – SAMPLE PAGE

Directions: Reproduce this sheet and write in names of people to be involved in the specific tasks. Indicate how the individuals are to be involved (D = draft document; RE = react to draft; RV = revise draft; A = approve product). Place an asterisk beside the name of the person responsible for implementation of the task.

Tasks	Who Should Be Involved			
	Teachers	Administrators, Consultants, Supervisors	Board of Education	Community People, Students
Task 10. Examine revise district philosophy and mission statements 1. Draft deadline : -- 2. Reaction deadline: *9/15* 3. Revision deadline: *9/22* 4. Approval deadline: *10/3*	*All (RE)* *Curriculum Steering committee (RV)*	*Superintendent (RE, A)* *Curriculum Director (RV)** *Principals (RE)*	*All members (RE, A)*	*J. Smith (RE)* *W. Kelly (RE)* *P Davis (RE)* *T. Finch (RE)* *A. Cohen (RE)* *T. Store (RE)* *J. Cobb (RE)*
Task 11. Formulate rationale for social studies 1. Draft deadline:: *10/20* 2. Reaction deadline: *11/3* 3. Revision deadline: *11/10* 4. Approval deadline: *11/17*	*T. Jones** *Secondary Social Studies Teachers (RE)* *Elementary teachers (RE)* *District Social Studies Committee (D. RV)*			*J. Smith (RE)* *W. Kelly (RE)* *P Davis (RE)* *T. Finch (RE)* *A. Cohen (RE)* *T. Store (RE)* *J. Cobb (RE)*
Tasks 12-14. Determine goals for graduates & align to the Show-Me Standards & to rationale 1. Draft deadline: *12/1* 2. Reaction deadline: *12/15* 3. Revision deadline: *1/15* 4. Approval deadline: *2/1*	*T. Jones** *Secondary Social Studies Committee (D, RV)* *Secondary Social Studies Teachers (RE)* *Elementary Teachers (RE)*	*Curriculum Director (RE, A)* *Superintendent (A)*		*J. Smith (RE)* *W. Kelly (RE)* *P Davis (RE)* *T. Finch (RE)* *A. Cohen (RE)* *T. Store (RE)* *J. Cobb (RE)*
Task 15. Formulate social studies K-12 scope and sequence 1. Draft deadline: *2/15* 2. Reaction deadline: *3/1* 3. Revision deadline: *3/15* 4. Approval deadline: *4/1*	*T. Jones** *Secondary Social Studies Committee (D, RV)* *Secondary Social Studies Teachers (RE)* *Elementary Teachers (RE)*	*Curriculum Director (A)*		*J. Smith (RE)* *W. Kelly (RE)* *P Davis (RE)* *T. Finch (RE)* *A. Cohen (RE)*

APPENDIX D

CURRICULUM DEVELOPMENT - 5 YEAR MATRIX (As Developed by Raymore-Peculiar School District)

JAN '95	MAY '95	SEPT '95	JAN '96	MAY' 96	SEPT '96	JAN '97	MAY '97	SEPT '97
A1	A1	A1 B1	A1 B1	A1 B1	A2 B1	A2 B1 C1	A2 B1 C1	A3 B1 C1
JAN '98	**MAY '98**	**SEPT '98**	**JAN '99**	**MAY '99**	**SEPT '99**	**JAN '00**	**MAY '00**	**SEPT '00**
A4 B2 C1 D1	A4 B2 C1 D1	A4 B3 C2 D1	A4 B4 C2 D1 E1	A4 B4 C2 D1 E1	A4 B4 C3 D2 E1	A1 B4 C4 D2 E1	A1 B4 C4 D2 E1	A1 B4 C4 D3 E2
JAN '01	**MAY '01**	**SEPT '01**	**JAN' 02**	**MAY '02**	**SEPT '02**	**JAN '03**	**MAY '03**	**SEPT '03**
A1 B1 C4 D4 E2	A1 B1 C4 D4 E2	A2 B1 C4 D4 E3	A2 B1 C1 D4 E4	A2 B1 C1 D4 E4	A3 B2 C1 D4 E4	A4 B2 C1 D1 E4	A4 B2 C1 D1 E4	A4 B3 C2 D1 E4

MATRIX KEY:

A - Social Studies, Bus. & Comp. Tech

B - Math, P.E., & Health

C - Prac. Arts, Fine Arts, Ind. Arts & Vo-Tech, For. Lang

D - Science

E - Language Arts and Reading

1 - Forming committee, perform an in-depth study of area, write the curriculum

2 - Examination and adoption of materials, staff training

3 - Implementation

4 - Monitoring the program

APPENDIX E

Blank Matrices for District Use in Aligning Courses to the Show-Me Standards

Note:
A Variety of Matrices Are Provided
So That Districts Could Select Any
They Would Like to Use

CROSS-REFERENCING DISTRICT _____ SUBJECT AREA GOALS FOR GRADUATES TO SHOW-ME STANDARDS

(Subject areas include Communication Arts, Mathematics, Science, Social Studies, Fine Arts, Health-Physical Education, etc.)

_____ Subject Area Goals for Graduates	_____ Subject Area Show-Me Knowledge Standards 1 2 3 4 5 6 7 8	Other Subject Area Show-Me Knowledge Standards	Show-Me Performance Standards: Goal 1	Show-Me Performance Standards: Goal 2	Show-Me Performance Standards: Goal 3	Show-Me Performance Standards: Goal 4
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						

DISTRICT _____ SUBJECT AREA GOALS FOR GRADUATES AS ADDRESSED AT EACH GRADE LEVEL

(Subject areas include Communication Arts, Mathematics, Science, Social Studies, Fine Arts, Health-Physical Education, etc.)

Note: Behind each goal cited in the left-hand column, list in parenthesis those Show-Me Standards that the goal addresses. In addition, in the space provided underneath the citing of each grade level, list the title of the course for the grade level (e.g., Grade 10/World History). Within each cell of the matrix, specific objectives could be listed relevant to both the district goal and the grade level course.

GOAL FOR GRADUATES	Grade 7 _____ _____	Grade 8 _____ _____	Grade 9 _____ _____	Grade 10 _____ _____	Grade 11 _____ _____	Elective _____ _____	Elective _____ _____
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							

DISTRICT _____ SUBJECT AREA GOALS FOR GRADUATES AS ADDRESSED AT EACH GRADE LEVEL

(Subject areas include Communication Arts, Mathematics, Science, Social Studies, Fine Arts, Health-Physical Education, etc.)

Note: Behind each goal cited in the left-hand column, list in parenthesis those Show-Me Standards that the goal addresses. In addition, in the space provided underneath the citing of each grade level, list the title of the course for the grade level (e.g., Grade 10/World History). Within each cell of the matrix, specific objectives could be listed relevant to both the district goal and the grade level course.

GOAL FOR GRADUATES	Grade 7 _____ _____	Grade 8 _____ _____	Grade 9 _____ _____	Grade 10 _____ _____	Grade 11 _____ _____	Elective _____ _____	Elective _____ _____
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							

Addressing Show-Me Standards in _____ Subject Area Courses at Grade Levels

Show-Me Standards (Place numbers of Show-Me Standards in appropriate cells of the matrix.)

Grade Level/Course Name	Social Studies (SS)	Comm. Arts (CA)	Math (MA)	Science (SC)	Fine Arts (FA)	Health/PE (HP)	Goal 1	Goal 2	Goal 3	Goal 4
Kindergarten/ _____										
Grade 1/_____										
Grade 2/_____										
Grade 3/_____										
Grade 4/_____										
Grade 5/_____										
Grade 6/_____										
Grade 7/_____										
Grade 8/_____										
Grade 9/_____										
Grade 10/_____										
Grade 11/_____										
Elective/_____										
Elective/_____										
Elective/_____										
Elective/_____										

Addressing Show-Me Standards in _____ Subject Area Courses at the Various Grade Levels

For each course, check all Show-Me Standards that are addressed in a significant way.

/ Subject Area Courses, K-12

Show-Me Standards	K	1	2	3	4	5	6	7	8																					
Goal 1.1																														
1.2																														
1.3																														
1.4																														
1.5																														
1.6																														
1.7																														
1.8																														
1.9																														
1.10																														
Goal 2.1																														
2.2																														
2.3																														
2.4																														
2.5																														
2.6																														
2.7																														
Goal 3.1																														
3.2																														
3.3																														
3.4																														
3.5																														
3.6																														
3.7																														
3.8																														
Goal 4.1																														
4.2																														
4.3																														
4.4																														
4.5																														
4.6																														
4.7																														
4.8																														
CA " 1																														
2																														
3																														
4																														
5																														
6																														

/ Subject Area Courses, K-12

Show-Me Standards (Cont'd)		K	1	2	3	4	5	6	7	8																						
	7																															
MA	1																															
	2																															
	3																															
	4																															
	5																															
	6																															
SC	1																															
	2																															
	3																															
	4																															
	5																															
	6																															
	7																															
	8																															
SS	1																															
	2																															
	3																															
	4																															
	5																															
	6																															
	7																															
FA	1																															
	2																															
	3																															
	4																															
	5																															
HP	1																															
	2																															
	3																															
	4																															
	5																															
	6																															
	7																															
	8																															

CROSS-REFERENCING COURSE OBJECTIVES TO DISTRICT GOALS FOR GRADUATES AND TO SHOW-ME STANDARDS

Course _____ Grade Level ____ Teacher(s) _____ Date _____

Course Objectives	District Goal(s) for Graduates	_____Subject Area Show-Me Knowledge Standards 1 2 3 4 5 6 7 8	Other Show-Me Knowledge Standards	Show-Me Performance Standards: Goal 1	Show-Me Performance Standards: Goal 2	Show-Me Performance Standards: Goal 3	Show-Me Performance Standards: Goal 4
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							

APPENDIX F

PROCESS STANDARDS AND INDICATORS

Missouri School Improvement Program (Adopted December 1996)
(To be implemented in School Year 1997-98)

The Process Standards (printed in bold type) will be applied to each school district in the state. School districts will use these standards to evaluate their educational processes and to make plans for districtwide improvements. Each standard may be met in a variety of ways at the local district level. Some of these ways are described by the indicators (or descriptors) which follow each standard. Districts may also meet these standards through the use of indicators other than those described. In the on-site review process, a team of educators will validate the efforts a district has made to achieve the objectives embodied in the standards. Some indicators have been identified as starred (*) indicators. These indicators must be addressed in the district's self-study and many will need to be documented for the on-site review.

CURRICULUM

6.1 A The district has written curriculum guides for all its instructional programs.

* 1. The written curriculum for each subject area and/or individual course is formally adopted by the board.

* 2. Written curriculum must include the following components:

- a rationale which relates the general goals of each subject area and course to the district's mission and philosophy;
- a general description of the content of each subject area and course;
- general goals for graduates in each subject area or in the students' Individualized Education Programs;
- cross references to the knowledge (content), skills and competencies (process) students need to meet the goals established by the district and the Show-Me Standards;[**] and specific, measurable learner objectives for each course at each grade level.

* 3. The curriculum is articulated through the grade levels and subject areas to ensure continuity of learning.

4. The written curriculum guides provide expanded support for teaching by including features such as scope and sequence outlines, resources, and instructional strategies and assessments needed to meet the needs of all students.

[**]By November 1997, districts must have cross referenced at least one curricular area (e.g., mathematics) to the Show-Me Standards and must have a written plan to complete the cross referencing of all curricular areas by June 30, 2001.

6.1 B The curriculum is implemented to provide effective instruction.

- 1 The written curriculum guides are utilized by staff planning the instructional program and in the delivery of educational services.
- 2 Teachers indicate that the district's curriculum development and revision process is effective.

6.1 C The district assesses, monitors, and revises the curriculum based upon the educational needs of the students.

- 1 The curriculum development process documents the involvement of staff, parents/guardians, members of the community and students.
- 2 Systematic procedures are in place to evaluate and revise the curriculum regularly based on actual student needs and indications of student mastery.
- 3 Resources and administrative support for curriculum development, evaluation and revision are provided.
- 4 Staff responsibilities for curriculum development activities are identified.

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